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ABSTRACT

This is a report of a pilot study completed in the Corlears Hook section (a predominantly non-white, low income area) of New York City in order to identify the major issues underlying the educational beliefs of community people and educators. A questionnaire administered to parents, teachers, administrators, and paraprofessionals of four public schools in the community and to the district office staff revealed four major types (and four counter types) of belief systems: (1) "community involvement in the schools is the only thing that is important"; (2) "community involvement is important but is part of a number of educational reforms needed"; (3) "Strict discipline is what is required in schools and not new or modern programs"; and, (4) "strictness is needed, but, simultaneously, educators should take a practical approach to education of children." Large groups of teachers opposed beliefs (1) and (3)--to which, on the contrary, large groups of parents subscribed; black parents supported belief (1) and Puerto Rican parents, belief (3). Parent leaders tended toward belief (2), but very few of them toward (3). District staff supported beliefs (1) and (2), and paraprofessionals, beliefs (2) and (4). The study thus indicated some striking and conflicting belief structures among the different groups involved. (RJ)

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CONTENTS

	Page
SUMMARY	1
INTRODUCTION	3
METHODS	3
FINDINGS AND ANALYSIS	9
CONCLUSIONS	22
APPENDIX I - QUESTIONNAIRE	25
APPENDIX II - SUGGESTED ITEMS FOR REVISED QUESTIONNAIRE	38

TABLES

TABLE 1 - NUMBER AND PERCENT OF GROUPS OF EDUCATORS COOPERATING IN STUDY	6
TABLE 2 - ETHNIC BACKGROUND OF PARENT PARTICIPANTS IN STUDY AND ALL PARENTS IN FOUR LOCAL SCHOOLS	7
TABLE 3 - Q TYPES AND COUNTER TYPES BY ROLE IN SCHOOLS	18
TABLE 4 - RELATIONSHIPS BETWEEN Q-TYPES AND DEMOGRAPHIC VARIABLES FOR TEACHERS AND PARENTS	21

SUMMARY

Attempts at collaborative efforts in public education between community residents of urban low income areas and educators are increasing although frequently accompanied by tension, conflict and misunderstandings. It is important that the major issues underlying the educational beliefs of community people and educators be identified and the sources of controversy known.

A pilot research study was completed in the Corlears Hook section of New York City, a predominately non white, low income area. A list of community and educational leaders of that community was drawn up and 40 leaders were interviewed to obtain activities that they believed were or might be important for the education of children of the community. These activities were put into a questionnaire form in which the activities could be rated on a seven point scale as to the degree of importance the respondent believed the activity to have in the child's education.

Parents, teachers, administrators and paraprofessionals of four public schools of the community and the district office staff were administered the questionnaire. A total of 360 people completed questionnaires. The questionnaire responses were subjected to a Principal Components factor analysis to determine underlying dimensions or issues. Factor scores were determined for each respondent and t-tests were utilized to determine possible differences between parents and teachers on each of the issues. An inverse factor analysis was also completed to determine a typology of educational belief systems. Characteristics of the members of types were examined in terms of role in the school system, age, sex, ethnic background, religion and educational level.

Eight major issues were uncovered by the factor analysis: Community Involvement; Strict Discipline; Professional Specialists; Innovation; Health, Recreation and Practical Training; Economic Considerations; Parent Education; Special Handling of Difficult Children. Parents rated Community Involvement and Strict Discipline higher than teachers but on the other six issues there were no statistically significant differences between parents and teachers.

The inverse factor analysis revealed four major types (and four counter types) of belief systems. These belief systems can be characterized as follow: 1 - "community involvement in the schools is the only thing that is important"; 2 - "community involvement is important

but is part of a number of educational reforms that are needed", 3 - "strict discipline is what is required in the schools and not new or modern programs", 4 - "strictness is needed in the schools but at the same time educators should take a business like, practical approach to the education of children".

While both parents and teachers were not monolithic in their belief systems and there were sizable numbers of each that subscribed to various belief systems, the pattern of belief systems was different for groups with different roles in the schools, different ethnic backgrounds and different educational levels. Large groups of teachers were strongly opposed to belief types 1 and 3. On the other hand large groups of parents subscribed to belief types 1 and 3. Black parents particularly supported belief type 1 and Puerto Rican parents supported belief type 3. Parent leaders however tended to subscribe to belief type 2 and very few subscribed to belief type 3, contrary to parents. Parents with college educations were opposed to belief types 3 and 4. District staff tended to support belief types 1 and 2 and paraprofessionals subscribed mainly to belief types 2 and 4.

This study indicates some striking and conflicting belief structures among different adult groups that are involved in the public schools of the Corlears Hook section. However, the findings can not be generalized and may be unique to this section of New York City. A large scale study would be required to determine whether the findings have general applicability; the research methodology and instrumentation developed in this pilot study might be utilized in the larger study.

The belief systems are most likely to influence the attitude and actions of parents, teachers, community leaders and school administrators toward each other and toward the school system. It becomes important that the belief systems be made explicit and become subject to discussion and exploration by the various participant groups in education. It is proposed that in Corlears Hook the research study serve as a social action instrument. The research findings would be reported to community people and educators and could become the beginning basis for worshops of teachers, parents, school administrators and community leaders to discuss educational issues. A greater understanding of the viewpoints of all adults who participate in education should lead to a more sensitive and better functioning educational system in Corlears Hook.

INTRODUCTION

Community people, particularly in low income, non white areas, have expressed increasing dissatisfaction with the educational system and have demanded a decision making role in public education in their localities. In New York City community pressures for changes in education have been particularly intense and local residents have been gradually gaining a greater role in the schools. Collaborative educational efforts between residents and professional educators are increasing although frequently accompanied by tension, conflict and misunderstandings. Since the future education of Black, Puerto Rican, Mexican American and other minority groups may depend on this collaboration it becomes important to identify the major issues underlying the educational beliefs of community people and educators. On which of these issues is there agreement between community people and professionals? Which issues are sources of conflict? When there is agreement local citizens and educators could jointly support and implement the educational procedures they favor. When there is disagreement, controversial issues could become subject to discussion, exploration and negotiation.

This study is a pilot study of one section of New York City informally known as the Corlears Hook section. It is a section in the south east corner of Manhattan of about 25,000 people. The median family income is $5,100* and the median educational level is first year high school; both medians are below the medians for New York City and the borough of Manhattan. The area is mixed ethnically with the largest ethnic group being Puerto Rican. The area has three public elementary schools and a public junior high school. The teachers and parents of these four schools are the focus of this investigation The research findings that follow are for the Corlears Hook section only and may not apply elsewhere.

METHODS

Initially, community organizations, parents associations, officers of the United Federation of Teachers, principals, district office staff, the local school board and others were contacted and the purpose of the study, to explore issues in education from the viewpoint of educators and the community, was explained and their cooperation requested. Most pledged cooperation although frequently suspicions were voiced that the research results might hurt in some way the particular group they represented.

*More than half the public school children are eligible for the free lunch program.

A list was made up of all community people in the area known to be serving in leadership roles in education. Included were members of the local school board, officers of local parents' associations, education committee members of local organizations. A similar list was made up of all educators known to be serving in leadership roles in education. Included were principals of schools, chapter chairmen of the United Federation of Teachers and educators serving as district office chairmen of educational committees. Twenty community leaders and twenty educational leaders were randomly selected from each of their respective lists. These leadership groups were chosen as they are the most likely to be influential in educational decision making.

The forty leaders were contacted and asked if they would agree to be interviewed. In most instances the leaders agreed. In a few instances a leader refused and then was replaced by another leader from the list. Each leader was then interviewed in his home or another suitable place by the investigator or a research interviewer trained in the interview procedures. The interview consisted of asking the community or educational leader to list all activities that he felt were important for the education of the children of the area and recording his comments. Activities that might be mentioned could represent current or non current practices, formal or informal education and activities involving school officials, teachers, parents, pupils or others. The aim was to have as broad coverage of activities as possible, to include as many potentially important educational activities as leaders could discern.

The activities mentioned by the forty leaders were put on a master list. Apparent duplicates in meaning were removed from the list and what remained was 152 different activities. It was felt that to include so many activities as items for a questionnaire would be too taxing a task for respondents. Accordingly half the items were chosen randomly for the questionnaire leaving a list of 76 items.

The research experience with this number of items indicates that it is still overly long for the circumstances under which the questionnaire was administered. A smaller number of items for future use, based on the factor analysis, is presented in Appendix II.

The 76 items were put in a form in which a respondent could rate each item on a seven point opinion scale ranging from belief that the activity had no importance to belief that the activity had the greatest importance

in the education of the child living in the neighborhood. The way questionaire items were phrased was studied to minimize response-set tendencies according to the method suggested by Nunnally and Husek.* The items were pretested by administration of a preliminary questionnaire to determine the clarity of meaning of items and instructions. The wording of items and instructions were modified accordingly in the final questionnaire form that was evolved. The last page of the questionnaire requested some background information but the respondent was asked not to give his name to protect his anonymity. It was expected that anonymity was likely to make the respondent more forthright in his ratings.

Arrangements were made at each of the four public schools involved for teachers, administrators and paraprofessionals who wished to cooperate to do so. Usually the questionnaire was administered to groups of educators who would hold a lunch time meeting for the purpose. Some teachers would complete and return their questionnaires on an individual basis. Cooperation was generally fairly good although some teachers expressed doubts as to the value of the study and refused to be involved in the research. A number of teachers did not complete some aspects of the background information and sometimes even commented that they did not think it fair or reasonable to request such information. In one school the local chapter of the United Federation of Teachers passed a resolution not to cooperate with the study as they believed research did not serve their needs. A note explaining the research and requesting teacher cooperation together with the questionnaire and a stamped and addressed return envelope was placed in each teacher's mail box of this school; most teachers from this school completed and returned the questionnaire. In another school the principal refused to allow the paraprofessionals to be involved in the study on the grounds that they were too busy. These paraprofessionals were not included in the study. The researcher found himself in the position of having to meet frequently with administrators and teachers to repeatedly explain the purpose of the study and the need for cooperation. This took place despite the fact that the District Superintendent had explained the research and requested cooperation at a meeting of all school administrators.

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*Nunnally, J. C. and Husek, T. R., "The Phony Language Examination: An Approach to the Measurement of Response Bias", Educ. Psychol. Measmt., 18, 1958, 761-767.

Table 1 indicates the number and percent of school personnel who cooperated in the study.

Table 1

NUMBER AND PERCENT OF GROUPS OF EDUCATORS COOPERATING IN STUDY

Group	Number	% of Total
District Staff	14	88
Principals and Assistant Principals	9	64
Teachers	156	66
Paraprofessionals	28	53

Arrangements for the inclusion of parents and community people in the study were done in the following way: Parents Associations, the local school board and other local organizations involved with education were contacted and asked for their cooperation in administering the research questionnaire at their meetings. All organizations agreed to do so. The number of people attending any one meeting was quite variable. The questionnaire was given out to all the people present. A Spanish version of the questionnaire was given to those who felt more comfortable with Spanish than English. (Also someone who spoke Spanish assisted the investigator.) Most community people did not seem to have difficulty in completing the questionnaire although they generally took somewhat longer than the educators. A few people asked the investigator for further instructions or for the meaning of a word. This was done. For two people it became obvious that they were not able to follow the instructions at all; the investigator suggested that if this was too difficult for them they did not have to continue. These two individuals followed the investigators suggestion and stopped; their questionnaires were not included in the study.

The investigator often attended more than one meeting of the same organization; there might be people present at one meeting that had not come to the previous meeting and when this occurred the new person was given the questionnaire to complete. The investigator or an assistant attempted to attend all scheduled meetings of

parent and community groups in education during May, June, September and October of 1969.

A total of 151 parents and community people completed questionnaires (this does not include those educators who also might be parents of children in schools or live in the community). This group is composed almost entirely of parents. Only four people who completed questionnaires lived in the community and were not parents with children in the schools; this group of four are included in the parents group in the statistical analyses that follow later.

Since only parents and community people who attended organizational meetings are part of this study it is a study of only those parents who actively participate in educational matters (at least by attending meetings). The results that follow may not be equally true for the less active parents in this geographical area. However, at the same time it is those parents who are active in educational matters that are likely to be most influential.

In Table 2 the ethnic background of the parents who participated in the study are compared with the ethnic background of all parents in the four public schools.

Table 2

ETHNIC BACKGROUND OF PARENT PARTICIPANTS IN STUDY AND ALL PARENTS IN FOUR LOCAL SCHOOLS

	Black	White	Puerto Rican	Oriental
% of Parents Who Responded in Study	22	28	44	3
% of All Parents Who Have Children in Schools	18	18	56	6

The Black and White groups seem overrepresented while the Puerto Rican and Oriental groups are underrepresented. However, the proportions of ethnic groups in the study are likely to be representative of the ethnic groups of parents who are active in educational matters.

The ethnic background of the teachers in the study are predominately white (87%). They are younger on the average (median age 28) than the parents in the study (median age 33). In terms of educational level, public school teachers in New York are college graduates; the median education level of the parents in the study is high school graduate, higher than the median for the population of Corlears Hook.

Principal Data Analyses:

What are the major educational issues?

A principal components factor analysis was carried out on the 76 ratings of importance for the entire group of respondents. Nine factors were chosen for varimax rotation on the basis of a drop in latent roots. Of these, one factor on which only two items had moderate ratings, and which was uninterpretable, was dropped, leaving eight interpreted and scored factors.

How do parents and teachers ratings on these issues compare?

Factor scores (unit weighted), the means, as well as the standard deviations were computed separately for parents and teachers on each factor. T-tests were applied to each factor to determine whether there were significant differences in means of these two groups.

What major typologies of educational beliefs exist? How are characteristics such as role in the school system, age, sex, education, ethnic group and religion related to these typologies?

An inverted factor analysis was computed. Scores used for computing correlations between individuals were created by subtracting the mean of the total group from each score. The consequence of this is that the types are based on patterns of deviance from the total group's norms, i.e., that the general consensus is removed from the analysis. R_C was used for computing correlations which removed the effects of arbitrary direction of scoring from the analysis. Four centroid factors were chosen for rotation from the original matrix based on 127 randomly chosen subjects. The eight factor scores were then used in a regression equation to predict group (type) membership and regression procedures were used to assign the remaining subjects to the four types.

Since examining the patterns of discrepancy from the group's norm led to types on which subjects were both positively and negatively loaded, the four types were split into eight groups; one representing each type and one representing each "counter type". Characteristics of members of these eight groups were examined - age, sex, education, ethnic group, religion, and role in the school system.

These same subject characteristics were examined for relationship with the original "r" factors.

FINDINGS AND ANALYSIS

RELIABILITY

Preliminarily to the data collection itself several groups of community people, numbering altogether thirty, were each asked to complete the questionnaire and then make a written sign on the questionnaire that would be an identifying mark for each of them. About a month later the questionnaire was administered again and again each of the respondents were asked to make the same identifying mark. In this way questionnaires by the same person could be identified. At a later point in time when all the data had been collected the correlations were computed for each factor over the two occasions.

The correlations for factors follow: Factor 1: .72; Factor 2: .68; Factor 3: .66; Factor 4: .68; Factor 5: .59; Factor 6: .54; Factor 7: .52; Factor 8: .69. These correlations are satisfactory; it must be kept in mind that these correlations are measuring mean attitudes of people and the procedure is tolerant of lower reliabilities than would be the case of individuals being measured.

ISSUES

The eight major factors or issues follow:

ISSUE 1 - COMMUNITY INVOLVEMENT

The items and their loadings for this factor are:

Item 23: To have Black and Puerto Rican principals and assistant principals (Factor loading .81)
35: To have teachers who speak both Spanish and English (.76)
42: That parents decide on the use of school funds (.73)

75: For parents to have lawyers available to them who could advise them of their rights in the schools (.71)
15: For Black, Puerto Rican and Chinese culture and history to be taught (.70)
52: That local parents be employed in the schools (.69)
60: For community leaders to visit the school (.69)
33: For parents to have the right to hire and fire teachers (.68)
73: To have teachers who live in the community (.66)
55: That only professionals make the major school decisions (-.65)
43: To have workshops for parents and teachers about racial problems (.62)
51: For teachers to participate in community events (.58)
59: For teachers to be evaluated on the basis of progress made by their pupils in reading and arithmetic (.56)
20: That pupils have a voice in deciding what should be taught in school (.54)
2: For teachers to make home visits (.46)
39: To have frequent meetings between parents and teachers (.46)
67: For the principal to help parents with housing and welfare problems (.45)
45: That teachers have a strong union (-.45)
58: To have school lunches that appeal to children (.43)
63: To have experimental school programs (.43)
53: To have children bussed to obtain racially balanced classes (.42)
19: That the school have a mixture of children of different races (.35)
34: That textbooks show life in the city, including narcotics and crime (.32)
50: To have foreign language classes (.30)

COMMUNITY INVOLVEMENT as revealed by the items of this factor has a number of facets: hiring for the schools persons representing the major ethnic groups of the community, utilizing the major ethnic languages and cultures in the schools, integrating the schools racially, having greater contact between the teacher and the community, having more decision making powers in the hands of the community and having programs and activities in the schools geared to the local community. Professional

decision making and a strong teachers' union are perceived as opposed to COMMUNITY INVOLVEMENT.

The issue of COMMUNITY INVOLVEMENT is a broad one. It is of interest that this factor bridges such current concerns as greater community decision making in the schools and a greater number of Black and Puerto Rican school administrators and old concerns such as racial integration.

COMMUNITY INVOLVEMENT is the strongest of all the factors accounting for 27% of the common variance. This factor has some relation to factor 4 - INNOVATION (correlation +.39) and factor 7 - PARENT EDUCATION (correlation +.38). Parents have a higher mean score on this factor than teachers (t test significant at .05 level of confidence). 73% of parents exceed the mean score of teachers on this factor. Black teachers have a higher mean score on this factor than White teachers (t test significant at .05 level of confidence). 86% of Black teachers exceed the mean score of White teachers on this factor.

ISSUE 2 - STRICT DISCIPLINE

The items and their loadings for this factor are:

Item 16: For children to have homework (.69)
14: That parents be strict in their discipline of their children (.68)
26: To have tests (.66)
71: For teachers to have strict discipline in their classes (.64)
7: For parents to understand new math methods (.52)
41: That children meet academic standards in order to be promoted (.51)
31: That parents speak English well (.50)
54: For teachers to be selected by examination (.46)
69: That adult guards be on duty in the schools (.46)
44: To have experienced teachers (.45)
40: That parents help children with homework (.39)
49: That children discuss with their teacher violence in the community (-.32)

STRICT DISCIPLINE implies a no nonsense, work oriented attitude with standards and accountability.

This applies equally to children, parents and teachers. Homework, examinations and firmness are common means of implementing this viewpoint. Parents have a higher mean score on this factor than teachers (t test, .01). Black and Puerto Rican parents exceed the mean score of White parents. This factor is inversely related to the level of education of parents (-.62 correlation). STRICT DISCIPLINE is the second strongest of all factors accounting for 13% of the common variance.

ISSUE 3 - PROFESSIONAL SPECIALISTS

The items and their loadings for this factor are:

Item 47: To have school psychologists (.71)
32: To have guidance counselors (.70)
56: To do research to find out what problems children have in learning (.52)
66: For parents to be told ways in which they can help their children to learn (.42)
29: To have music and art classes (.41)
30: To have a team of teachers for one class (.35)
61: For school officials to insist on what they believe to be necessary for education (.32)

PROFESSIONAL SPECIALISTS involve school psychologists, guidance counselors, music and art teachers, special team teachers, researchers and school officials. This factor is related to a number of other factors: INNOVATION (+.31 correlation); ECONOMIC CONSIDERATIONS (+.31 correlation); PARENT EDUCATION (+.33 correlation); SPECIAL HANDLING OF DIFFICULT CHILDREN (+.43 correlation). There is no statically significant difference in the means of parents and teachers on this factor. This factor accounts for 10% of the common variance.

ISSUE 4 - INNOVATION

The items and their loadings for this factor are:

Item 21: That reading, writing and arithmetic be taught through play and games (.72)
8: For children to spend most of their time in school on projects of their own choice (.66)
12: To have older children tutoring younger children (.58)

11: To have films and television rather than textbooks (.57)
38: For four year olds to be in school (.54)
5: For principals and assistant principals to teach classes (.46)
22: That sex education be taught in school (.45)
76: To have Head Start programs (.40)
27: For bright, average and below average children to be in the same class (.40)

INNOVATION involves new types of programs or activities in the schools. Many of the items that compose this factor involve programs and activities that do not currently exist in the local public schools of Corlears Hook. The factor is related to PROFESSIONAL SPECIALISTS (+.31 correlation) and COMMUNITY INVOLVEMENT (+.39 correlation). There is no statistically significant difference in the means of parents and teachers on this factor. For parents, ratings on this factor are directly related to education (+.40 correl). Also Puerto Rican parents have a more negative mean rating on this factor than White parents of other ethnic backgrounds (t test significant at .05 level of confidence). 82% of the Puerto Rican parents are below the mean rating of White parents. This factor accounts for 12% of the common variance.

ISSUE 5 - HEALTH, RECREATION AND PRACTICAL TRAINING

The items and their loadings for this factor are:

Item 36: To have physical education classes (.59)
48: For pupils to take trips to the country (.57)
6: For the school playground to be open after school and all weekend (.56)
65: For girls to be taught sewing and cooking (.56)
46: That boys be taught to use tools (.50)
3: For pupils to take trips to historic places (.45)
17: For pupils to take trips to places where community people work (.42)
10: For children to have regular health checkups (.32)
9: For the school day to be longer (.31)

HEALTH, RECREATION AND PRACTICAL TRAINING in-

volve health considerations, recreational activities and sex relevant practical training. This factor is related to PARENT EDUCATION (+.31 correlation). There is no statistically significant difference in the means of parents and teachers. Black teachers have a higher mean rating on this factor than White teachers (t test significant at .05 level of confidence). 78% of the Black teachers are above the mean rating of White teachers. This factor accounts for 9% of the common variance.

ISSUE 6 - ECONOMIC CONSIDERATIONS

The items and their loadings for this factor are:

Item 72: To have a new school building (.55)
64: For teachers to be paid for overtime work (.53)
70: For teachers to receive high salaries (.52)
68: That teachers expect their pupils to be able to go on to college (.40)

ECONOMIC CONSIDERATIONS involve direct or implied financial aspects of education. Item 68's loading on this factor may relate to financial burdens of going on to college and/or that a college education usually results in higher income. ECONOMIC CONSIDERATIONS relates to STRICT DISCIPLINE (+.30 correlation) and PROFESSIONAL SPECIALISTS (+.31 correlation). There is no statistically significant difference in the means of parents and teachers on this factor. ECONOMIC CONSIDERATIONS accounts for 7% of the common variance.

ISSUE 7 - PARENT EDUCATION

The items and their loadings for this factor are:

Item 57: To have classes for parents on children's behavior (.58)
13: That the school have classes for parents on household management and shopping (.51)

PARENT EDUCATION involves the schools in adult education efforts. This factor relates to COMMUNITY INVOLVEMENT (+.38 correlation), PROFESSIONAL SPECIALISTS (+.33 correlation) and HEALTH, RECREATION AND PRACTICAL TRAINING (+.31 correlation). There is no statistically significant difference in the means of parents and teachers on

this factor. This factor accounts for 7% of the common variance.

ISSUE 8 - SPECIAL HANDLING OF DIFFICULT CHILDREN

The items and their loadings for this factor are:

Item 24: That a new teacher not be given a difficult class (.64)
37: For disruptive children to be removed from the classroom (.46)
74: To have separate classes for emotionally disturbed children (.44)
1: To have small classes (.42)
25: That teachers be free to do as they wish in the classroom (.40)

This factor involves special arrangements for children who are emotionally disturbed, disruptive or otherwise difficult. Small classes and teacher freedom are seen in the context of being better able to deal with difficult children. SPECIAL HANDLING OF DIFFICULT CHILDREN is related to PROFESSIONAL SPECIALISTS (+.43 correlation). There is no statistically significant difference in the means of parents and teachers on this factor. This factor accounts for 6% of the common variance.

A shorter questionnaire form can now be established for future use using only items with high factor loadings. The suggested items appear in Appendix II. In a few instances where there were relatively few items for a factor additional items are added. These new items are drawn from the master list of 152 items given by local educational and community leaders that were not utilized in the original 76 item questionnaire.

TYPOLOGIES

The inverse factor analysis of individuals evolved Q types. A description of the four Q types with their four counter Q types, based on R factor means, follow:

Q1+ The sole issue of importance is COMMUNITY INVOLVEMENT. People who belong to this Q type are strongly in favor of COMMUNITY INVOLVEMENT and have much less interest in other issues. For them educational progress is dependent on the degree of community involvement.

Q1- The most important issue is COMMUNITY INVOLVEMENT but the people who belong to this Q type

are strongly against COMMUNITY INVOLVEMENT. They are also strongly against PROFESSIONAL SPECIALISTS. This viewpoint seems to be to let the teacher do his job without any interference from the outside community or the specialists within the school system. The people who constitute this type are interested in ECONOMIC CONSIDERATIONS and are very favorable to higher salaries and new facilities.

Q2+ COMMUNITY INVOLVEMENT is very favorably seen by the people who belong to this Q type but other important issues which they favor strongly are INNOVATION, HEALTH,RECREATION AND PRACTICAL TRAINING and PARENT EDUCATION. This Q type seems to be representing a generally liberal viewpoint.

Q2- This Q type is solidly against COMMUNITY INVOLVEMENT, INNOVATION, HEALTH, RECREATION AND PRACTICAL TRAINING and PARENT EDUCATION. This Q type seems to be representing a generally conservative viewpoint.

Q3+ STRICT DISCIPLINE is important and very favorably seen by the people who belong to this Q type. They are strongly against INNOVATION and SPECIAL HANDLING OF DIFFICULT CHILDREN. This Q type stands for old fashioned virtues of firmness and strict standards and is against the modern child centered programs and methods which seem to proliferate in the schools. The people who belong to this Q type believe that all children should be treated in a similar manner and the disturbed or disruptive child should not be separated for special forms of treatment.

Q3- This Q type is strongly against STRICT DISCIPLINE and strongly in favor of INNOVATION and SPECIAL HANDLING OF DIFFICULT CHILDREN. People who belong to this Q type see new kinds of programs and approaches as the hope of the school system. They believe that the emotionally disturbed, disruptive or otherwise difficult child is in need of special methods or programs. This viewpoint emphasizes a generally permissive approach to students.

Q4+ While people who belong to this Q type are strongly in favor of STRICT DISCIPLINE they also are strongly in favor of HEALTH, RECREA-

TION AND PRACTICAL TRAINING, ECONOMIC CONSIDERATIONS and SPECIAL HANDLING OF DIFFICULT CHILDREN. This Q type believes in being firm but also is practical in its attitude toward students and the educational system.

Q4- The strongest opinion expressed by the people belonging to any of the Q types on any issue is expressed by this group against STRICT DISCIPLINE. While this is the most vital issue for this group they are also against HEALTH, RECREATION AND PRACTICAL TRAINING and ECONOMIC CONSIDERATIONS. They feel that these latter two factors are not really important in the education of the child. Most important of all is that the student be treated in a warm, permissive manner.

Table 3 (see page 18) shows the number and percent of teachers, district staff, principals and assistant principals, paraprofessionals, parents and parent association officers that subscribe to the eight Q types and counter types.

Table 3 indicates that both parents and teachers do not have monolithic viewpoints on education. Parents are well represented on five of the eight Q types and counter types and teachers on six. However, for each group with a different role to play in the schools--parents, teachers, administrators, etc.--there is a different pattern of degree of membership on the Q types. Chi-square tests, comparing each role group with the total group of respondents for percent of membership on the eight Q types and counter types, indicate that the pattern of membership is different to a statistically significant extent (.01 level of confidence) for teachers, parents, district staff and paraprofessionals.

Teachers are overrepresented on Q1-, the counter type that stands against community involvement and professional specialists and for economic considerations being emphasized in the schools. This Q type implies the teacher being given a high salary and well financed facilities and not being interfered with by the outside community or the specialists within the school system. 15% of teachers subscribe to this point of view, more than three times the % of any other role group. Correspondingly teachers are underrepresented on the opposing Q type, Q1+. Q1- seems to be primarily a teacher Q type.

Teachers are underrepresented on Q3+ (only one teacher subscribes to this Q type). This point of view

Table 3

Q TYPES AND COUNTER TYPES BY ROLE IN SCHOOLS

		Q1+	Q1-	Q2+	Q2-	Q3+	Q3-	Q4+	Q4-
Total Cases	No. 360	41	32	55	60	46	40	45	41
	% 100	11.4	8.9	15.3	16.7	12.8	11.1	12.5	11.4
Teachers	No.156	9	24	20	27	1	28	25	22
	% 100	5.8	15.4	12.8	17.3	.6	17.9	16.0	14.1
District Staff	No. 14	4	0	5	0	0	2	2	1
	% 100	28.6	0	35.7	0	0	14.3	14.3	7.1
Principals And Assistant Principals	No. 9	0	0	2	5	0	2	0	0
	% 100	0	0	22.2	55.6	0	22.2	0	0
Paraprofessionals	No. 28	3	1	7	1	4	1	8	3
	% 100	10.7	3.6	25.0	3.6	14.3	3.6	28.6	10.7
Parents	No.151	26	6	22	26	41	5	10	15
	% 100	17.2	4.0	14.6	17.2	27.2	3.3	6.6	9.9
Officers In Parents Associations	No. 32	6	1	10	6	2	0	4	3
	% 100	18.8	3.1	31.3	18.8	6.3	0	12.5	9.4

Key:
- Q1+ +COMMUNITY INVOLVEMENT
- Q1- -COMMUNITY INVOLVEMENT; -PROFESSIONAL SPECIALISTS; +ECONOMIC CONSIDERATIONS
- Q2+ +COMMUNITY INVOLVEMENT; +INNOVATION; +HEALTH, RECREATION AND PRACTICAL TRAINING; +PARENT EDUCATION
- Q2- -COMMUNITY INVOLVEMENT; -INNOVATION; -HEALTH, RECREATION AND PRACTICAL TRAINING; -PARENT EDUCATION
- Q3+ +STRICT DISCIPLINE; -INNOVATION; -SPECIAL HANDLING OF DIFFICULT CHILDREN
- Q3- -STRICT DISCIPLINE; +INNOVATION; +SPECIAL HANDLING OF DIFFICULT CHILDREN
- Q4+ +STRICT DISCIPLINE; +HEALTH, RECREATION AND PRACTICAL TRAINING; +ECONOMIC CONSIDERATIONS; +SPECIAL HANDLING OF DIFFICULT CHILDREN
- Q4- -STRICT DISCIPLINE; -HEALTH, RECREATION AND TRAINING; -ECONOMIC CONSIDERATIONS

which emphasizes strict discipline and disparages innovation or any special programs or methods with the disruptive or emotionally disturbed child is anathema to most teachers and a disproportionately large number of teachers subscribe to the counter type Q3-.

Parents are overrepresented on Q3+. 27% of parents subscribe to this view. They want discipline and strict standards in the school and are against experimenting with new programs on their children. They are opposed to special programs for dealing with children who are disruptive. Correspondingly parents are underrepresented on counter type Q3-. No Q type and counter type as sharply divides parents and teachers into opposing camps as Q3+ and Q3-.

Parents are also overrepresented on Q1+. 17% of parents subscribe to this view which emphasizes that the only matter of real importance in education is that there be greater community involvement in the schools. Parents are correspondingly underrepresented on the counter type, Q1-. Q1+ and Q1- generally divides parents and teachers into opposing camps.

When community involvement is part of a constellation that includes innovation, parent education and health, recreation and practical training, as it is on Q2+ and Q2-, than about equal proportions of teachers and parents subscribe to the Q type and its counter type.

On Q1+, Q1- and Q3+, Q3-, typologies that divide parents and teachers, the district staff has a different pattern. They are overrepresented on Q1+ (emphasis on community involvement), similarly to the parents and overrepresented on Q3- (against strict discipline, for innovation) similarly to the teachers. District staff is also overrepresented on Q2+ (favorable to community involvement, innovation, parent education and health, recreation and practical training). District staff is very favorable to both community involvement and innovation, whatever the context in which these factors appear.

Paraprofessionals have a pattern that is unique to themselves. They are overrepresented on Q4+ (29% of the paraprofessionals) and on Q2+ (25% of the paraprofessionals). They believe in both community involvement and strict discipline. However, for the paraprofessional community involvement generally means the liberal context of innovation, parent education and health, recreation and practical training and parent education. Strict discipline is generally part of a broadly practical context.

Officers of parents associations have a different pattern than parents in general. A Chi-square test indicated that the differences in patterns are significant at the .05 level of confidence. The parent officers were overrepresented on Q2+ (31% of the officers and only 15% of the parents subscribe to this view). They stand for community involvement in the context of other liberal reforms to a much greater extent than parents do in general. The officers are underrepresented on Q3+ (6% of the officers as compared to 27% of the parents); they subscribe to the strict discipline approach, against innovation and special handling of difficult children to a much lesser degree than parents. These differences in parent leadership and followership are quite striking.

In Table 4 relationships are shown between age, sex, ethnic background, religion, education and Q types and counter types separately for teachers and parents. (see page 21 for Table 4) For each Q type and counter type the distribution of each demographic characteristic was computed and compared by a Chi Square test to the distribution of the same demographic characteristic for either all teachers or all parents in the study.

No statistically significant relationships were found for teacher demographic variables of age, sex or religion and Q types and counter types. Statistically significant relationships were found for parent demographic variables of age, ethnic background, religion and education.

Parents' ethnic background is related to Q1+ (community involvement only important issue). 32% of Black parents subscribed to this Q type while only 8% of White parents were associated with Q1+.

Parents' age is related to Q2+ (community involvement important but so is innovation, parent education, health, recreation and practical training). Older parents favor this viewpoint. 30% of the parents between the ages of 40-50 subscribe to this view but only 4% of those parents between the ages of 25-30 do so.

Q3+ (favorable to a strict disciplinary approach, unfavorable to innovation or special handling of difficult children) is related to age, ethnic background, religion and education variables of parents. The parents who are younger, less educated, of Puerto Rican background and non Jewish tend to subscribe to this Q type. These demographic variables are interrelated. Puerto Ricans tend to make up the younger parents (66%

Table 4

RELATIONSHIPS BETWEEN Q-TYPES AND DEMOGRAPHIC VARIABLES FOR TEACHERS AND PARENTS

Demographic Characteristic[1]	Q1+	Q1-	Q2+	Q2+	Q3+	Q3-	Q4+	Q4-
Teachers' Age								
Teachers' Sex								
Teachers' Ethnic Background[2]								
Teachers' Religion								
Parents' Age			x		xx			
Parents' Sex								
Parents' Ethnic Background	x				xx			xx
Parents' Religion					xx			xx
Parents' Education					xx	x		xx

[1]Teachers' education is not included as differences in educational level are relatively small.

[2]Too few teachers of ethnic groups other than White to be able to apply statistical tests.

Key: Q1+ +COMMUNITY INVOLVEMENT
Q1- -COMMUNITY INVOLVEMENT; -PROFESSIONAL SPECIALISTS; +ECONOMIC CONSIDERATIONS
Q2+ +COMMUNITY INVOLVEMENT; +INNOVATION; +HEALTH, RECREATION AND PRACTICAL TRAINING; +PARENT EDUCATION
Q2- -COMMUNITY INVOLVEMENT; -INNOVATION; -HEALTH, RECREATION AND PRACTICAL TRAINING; -PARENT EDUCATION
Q3+ +STRICT DISCIPLINE; -INNOVATION; -SPECIAL HANDLING OF DIFFICULT CHILDREN
Q3- -STRICT DISCIPLINE; +INNOVATION; +SPECIAL HANDLING OF DIFFICULT CHILDREN
Q4+ +STRICT DISCIPLINE; +HEALTH, RECREATION AND TRAINING; +ECONOMIC CONSIDERATION; +SPECIAL HANDLING OF DIFFICULT CHILDREN
Q4- -STRICT DISCIPLINE; -HEALTH, RECREATION AND TRAINING; -ECONOMIC CONSIDERATION
x=.05 level xx=.01 level of statistical significance

of the parents who are Puerto Rican are below 30 years of age while only 26% of the Black parents and 23% of the White parents are below 30). The younger parents tend to have less education (in the 25-30 age bracket 72% of the parents had an eighth grade education or less while in the

40-50 age bracket only 19% had an eighth grade education or less. Jewish parents tend to be better educated (68% of Jewish parents had completed or partially completed college while the same was true for 42% of the Catholic parents and 31% of the Protestant parents). Since the variables of age, education, ethnic background and religion are interrelated it is unclear which one or combination of variables are actually related to Q3+ (the same is true for Q4-).

The counter Q type, Q3- is related to parents' education. Only parents who have attended college subscribe to this viewpoint.

Q4- (opposed to strict discipline, economic consideration and health, recreation and practical training) is related to parents ethnic background, religion and education. 1% of the Puerto Rican parents subscribe to this viewpoint while 23% of the Whites of other ethnic backgrounds subscribe to this Q counter type. 24% of college graduates and 0% of parents with an eighth grade education or less belong to this Q counter type. 25% of parents who are Jewish, 7% of parents who are Protestant and 2% of parents who are Catholic belong to this Q counter type.

CONCLUSIONS

A community developed research instrument was devised to tap educational issues and determine how community people and educators perceived these issues. Parents and educators of four public schools in the Corlears Hook section of New York responded to a 76 item questionnaire asking them to rate various activities as to their importance in the education of children. A Principal Components factor analysis of the questionnaire item responses revealed eight major issues: Community Involvement; Strict Discipline; Professional Specialists; Innovation; Health, Recreation and Practical Training; Economic Considerations; Parent Education; Special Handling of Difficult Children.

Parents rated Community Involvement and Strict Discipline higher than teachers but on the other six issues there were no statistically significant differences between parents and teachers.

An inverse factor analysis threw greater light on Community Involvement and Strict Discipline. Community Involvement could be perceived as the only important issue in education or as part of a complex of other important issues that included Innovation, Parent Education

and Health, Recreation and Practical Training. The former viewpoint is strongly opposed by substantial segments of the teachers and strongly supported by large segments of Black parents. The latter viewpoint finds strong support from large segments of the district staff, parent association officers, paraprofessionals, older parents and better educated parents. About an equal proportion of teachers and parents support this viewpoint.

Strict Discipline has two contexts. One context is as a conservative force that is opposed to Innovation in general and special programs for the emotionally disturbed or disruptive children in particular; according to this viewpoint discipline and strict standards are needed and not new programs. The second context is a belief in strictness but in conjunction with a business like, practical approach that stresses Economic Considerations, Health, Recreation and Practical Training and a belief that disruptive and emotionally disturbed children do require special handling. The first context is the belief system of a large number of parents, particularly those with little education and/or who are Puerto Rican. This context of Strict Discipline is opposed by large numbers of teachers and the district staff. Few parent association officers subscribe to this viewpoint. The second context of Strict Discipline, the practical context is strongly supported by paraprofessionals and is opposed by large segments of White parents and college educated parents who are generally opposed to Strict Discipline, whatever its context.

The differing belief structures of different participant groups in education has very important implications. The perceptions, expectations and interactions of parents, teachers, administrators and community leaders with each other is largely dependent on the educational belief structure of each of these groups of educational participants. Yet little is known of such beliefs. The findings of this pilot study apply to one small section of New York City and can not be generalized. However, the research methodology and instrumentation developed through this investigation could be usefully applied in a larger scale study.

It is recommended that this research study serve as a social action instrument to help foster intergroup understanding in Corlears Hook. Presentation of the research findings to community people and educators could be utilized as a basis for bringing together parents, teachers, school administrators and policy makers and community leaders to discuss the educational issues that

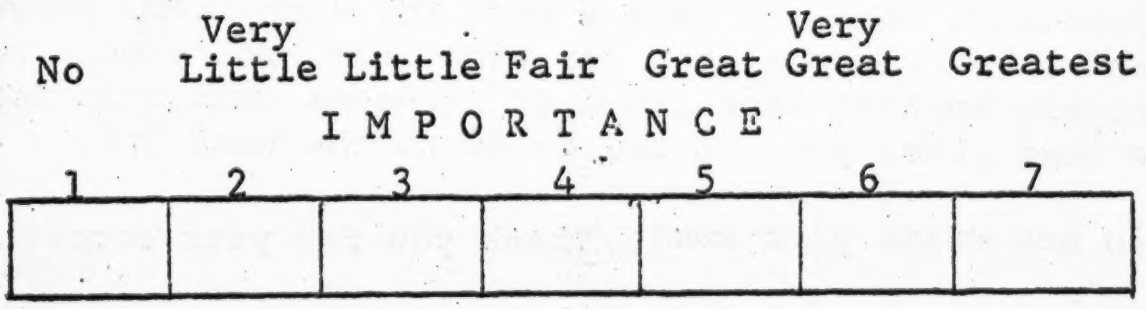
divide people. It would be important for the community to know from the research findings that it is not so much "Community Involvement" as a general concept that divides people in Corlears Hook but when "Community Involvement" is put forth as a one issue viewpoint. When "Community Involvement" is considered to be part of other liberal reforms there is much more agreement between educators and parents. The issue of "Strict Discipline" sharply divides teachers and parents, the well educated and the less well educated. It is vital for the education of the children in Corlears Hook that adults have opportunities to discuss this important controversial issue with each other and explore the implications. Parent-teacher workshops might be a useful vehicle for accomplishing this.

APPENDIX I

EDUCATIONAL SURVEY

You are being asked to participate in a study of opinions about educational activities. The study is being done by Yeshiva University under contract from the Office of Education of the Department of Health, Education and Welfare, Washington, D.C. Your participation will supply valuable information.

On the following pages you will find a list of activities directly or indirectly related to education. Please rate each according to how important you believe it to be in the education of the child living in this neighborhood (elementary or junior high school age). To the right of each item you can find a rating scale as follows:



The points along the scale (1,2,3,....7) can be interpreted as follows

1. no importance
2. very little importance
3. little importance
4. fair importance
5. great importance
6. very great importance
7. greatest importance

For each of the following items mark an X in the box that represents your opinion as to its educational importance for the child. For example: How important is it to have homework? If you feel that homework is of the greatest importance in the education of the child place an X in box 7; if you feel that homework is of very little importance in the education of the child place an X in box 2; if you feel that homework is of fair importance in the education of the child place an X in box 4.

Like everyone else you will feel that you do not know how to judge some of these items. When this occurs, please make the best guess you can.

Please make your marks inside the boxes of the scale. Do it like this:

No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE			
1	2	3	4	5	6	7
		X				

Do not do it like this:

No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE			
1	2	3	4	5	6	7
			X			

Please make sure that you make a mark for each item. Leave none of the items blank and make only one mark for each item. You should not spend more than a few seconds marking each item. If it seems difficult to make up your mind make the best guess you can and go on to the next one.

Please do not write your name. Thank you for your cooperation.

	No	Very Little	Little	Fair	Great	Very Great	Greatest
				IMPORTANCE			
	1	2	3	4	5	6	7
1. How important is it to have small classes?							
2. How important is it for teachers to make home visits?							
3. How important is it for pupils to take trips to historic places?							
4. How important is it to have after school tutoring programs?							

	No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE				
5. How important is it for principals and assistant principals to teach classes?	1	2	3	4	5	6	7
6. How important is it for the school playground to be open after school and all weekend?	1	2	3	4	5	6	7
7. How important is it for parents to understand new math methods?	1	2	3	4	5	6	7
8. How important is it for children to spend most of their time in school on projects of their own choice?	1	2	3	4	5	6	7
9. How important is it for the school day to be longer?	1	2	3	4	5	6	7
10. How important is it for children to have regular health checkups?	1	2	3	4	5	6	7
11. How important is it to have films and television rather than textbooks?	1	2	3	4	5	6	7
12. How important is it to have older children tutoring younger children?	1	2	3	4	5	6	7
13. How important is it that the school have classes for parents on household management and shopping?	1	2	3	4	5	6	7

	No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE				
34. How important is it that textbooks show life in the city, including narcotics and crime?	1	2	3	4	5	6	7
35. How important is it to have teachers who speak both Spanish and English?	1	2	3	4	5	6	7
36. How important is it to have physical education classes?	1	2	3	4	5	6	7
37. How important is it for disruptive children to be removed from the classroom?	1	2	3	4	5	6	7
38. How important is it for four year olds to be in school?	1	2	3	4	5	6	7
39. How important is it to have frequent meetings between parents and teachers?	1	2	3	4	5	6	7
40. How important is it that parents help their children with homework?	1	2	3	4	5	6	7
41. How important is it that children meet academic standards in order to be promoted?	1	2	3	4	5	6	7
42. How important is it that parents decide on the use of school funds?	1	2	3	4	5	6	7

	Very No	Little	Little	Fair	Great	Very Great	Greatest
	1	2	3	4	5	6	7
	I M P O R T A N C E						

14. How important is it that parents be strict in their discipline of their children?

15. How important is it for Black, Puerto Rican and Chinese culture and history to be taught?

16. How important is it for children to have homework?

17. How important is it for pupils to take trips to places where community people work?

18. How important is it that parents have many books at home?

19. How important is it that the school have a mixture of children of different races?

20. How important is it that pupils have a voice in deciding what should be taught in school?

21. How important is it that reading, writing and arithmetic be taught through play and games?

22. How important is it that sex education be taught in school?

	No	Very Little	Little	Fair	Great	Very Great	Greatest
			I M P O R T A N C E				
	1	2	3	4	5	6	7
23. How important is it to have Black and Puerto Rican principals and assistant principals?							
24. How important is it that a new teacher not be given a difficult class?							
25. How important is it that teachers be free to do as they wish in the classroom?							
26. How important is it to have tests?							
27. How important is it for bright, average and below average children to be in the same class?							
28. How important is it to have male teachers?							
29. How important is it to have music and art classes?							
30. How important is it to have a team of teachers for one class?							
31. How important is it that parents speak English well?							
32. How important is it to have guidance counselors?							
33. How important is it for parents to have the right to hire and fire teachers?							

	No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE				
34. How important is it that textbooks show life in the city, including narcotics and crime?	1	2	3	4	5	6	7
35. How important is it to have teachers who speak both Spanish and English?	1	2	3	4	5	6	7
36. How important is it to have physical education classes?	1	2	3	4	5	6	7
37. How important is it for disruptive children to be removed from the classroom?	1	2	3	4	5	6	7
38. How important is it for four year olds to be in school?	1	2	3	4	5	6	7
39. How important is it to have frequent meetings between parents and teachers?	1	2	3	4	5	6	7
40. How important is it that parents help their children with homework?	1	2	3	4	5	6	7
41. How important is it that children meet academic standards in order to be promoted?	1	2	3	4	5	6	7
42. How important is it that parents decide on the use of school funds?	1	2	3	4	5	6	7

	No	Very Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE				
43. How important is it to have workshops for parents and teachers about racial problems?	1	2	3	4	5	6	7
44. How important is it to have experienced teachers?	1	2	3	4	5	6	7
45. How important is it that teachers have a strong union?	1	2	3	4	5	6	7
46. How important is it that boys be taught to use tools?	1	2	3	4	5	6	7
47. How important is it to have school psychologists?	1	2	3	4	5	6	7
48. How important is it for pupils to take trips to the country?	1	2	3	4	5	6	7
49. How important is it that children discuss with their teacher violence in the community?	1	2	3	4	5	6	7
50. How important is it to have foreign language classes?	1	2	3	4	5	6	7
51. How important is it for teachers to participate in community events?	1	2	3	4	5	6	7
52. How important is it that local parents be employed in the schools?	1	2	3	4	5	6	7

	Very No	Little	Little	Fair	Great	Very Great	Greatest
	I M P O R T A N C E						
53. How important is it to have children bussed to obtain racially balanced classes?	1	2	3	4	5	6	7
54. How important is it for teachers to be selected by examination?	1	2	3	4	5	6	7
55. How important is it that only professionals make the major school decisions?	1	2	3	4	5	6	7
56. How important is it to do research to find out what problems children have in learning?	1	2	3	4	5	6	7
57. How important is it to have classes for parents on children's behavior?	1	2	3	4	5	6	7
58. How important is it to have school lunches that appeal to children?	1	2	3	4	5	6	7
59. How important is it for teachers to be evaluated on the basis of progress made by their pupils in reading and arithmetic?	1	2	3	4	5	6	7
60. How important is it for community leaders to visit the school?	1	2	3	4	5	6	7
61. How important is it for school officials to insist on what they believe to be necessary for education?	1	2	3	4	5	6	7

	No	Very Little	Little	Fair	Great	Very Great	Greatest
				IMPORTANCE			
62. How important is it that reading and arithmetic begin as early as kindergarten?	1	2	3	4	5	6	7
63. How important is it to have experimental school programs?	1	2	3	4	5	6	7
64. How important is it for teachers to be paid for overtime work?	1	2	3	4	5	6	7
65. How important is it for girls to be taught sewing and cooking?	1	2	3	4	5	6	7
66. How important is it for parents to be told ways in which they can help their children to learn?	1	2	3	4	5	6	7
67. How important is it for the principal to help parents with housing and welfare problems?	1	2	3	4	5	6	7
68. How important is it that teachers expect their pupils to be able to go on to college?	1	2	3	4	5	6	7
69. How important is it that adult guards be on duty in the schools?	1	2	3	4	5	6	7
70. How important is it for teachers to receive high salaries?	1	2	3	4	5	6	7

	Very No	Little	Little	Fair	Great	Very Great	Greatest
			IMPORTANCE				
71. How important is it for teachers to have strict discipline in their classes?	1	2	3	4	5	6	7
72. How important is it to have a new school building?	1	2	3	4	5	6	7
73. How important is it to have teachers who live in the community.	1	2	3	4	5	6	7
74. How important is it to have separate classes for emotionally disturbed children?	1	2	3	4	5	6	7
75. How important is it for parents to have lawyers available to them who could advise them of their rights in the schools?	1	2	3	4	5	6	7
76. How important is it to have Head Start programs?	1	2	3	4	5	6	7

Please answer the following questions by check marks (✓)

1. What is your sex? Male _____ Female _____

2. How old are you at present?

Below 25 _____

25 -- 30 _____

30 -- 40 _____

40 -- 50 _____

Above 50 _____

3. What is your ethnic background?

Black _____

Oriental _____

Puerto Rican _____

White _____

Other _____

4. How far did you go in your schooling? (check highest)

6th Grade or Less _____

7th or 8th Grade _____

Some High School _____

High School Graduate _____

Some College _____

College Graduate _____

5. What is your religion? Catholic _____ Jewish _____ Protestant _____

Other _____ None _____

6. What is your relation to the schools of the district? (Check as many as apply)

Parent of child in school _____

Officer of Parents Association. ___

Community Resident _____

Teacher _____

A'sst Principal or Principal _____

District Staff _____

School Paraprofessional _____

Member of Local School Board _____

Other (please explain).....

APPENDIX II

SUGGESTED ITEMS FOR REVISED QUESTIONNAIRE

COMMUNITY INVOLVEMENT ITEMS:

How important is it....

to have Black and Puerto Rican principals and assistant principals?
to have teachers who speak both Spanish and English?
that parents decide on the use of school funds?
for parents to have lawyers available to them who could advise them of their rights in the schools?
for Black and Puerto Rican culture and history to be taught?*

STRICT DISCIPLINE ITEMS:

How important is it....

for children to have homework?
that parents be strict in their discipline of their children?
to have tests?
for teachers to have strict discipline in their classes?
that children meet academic standards in order to be promoted?

PROFESSIONAL SPECIALIST ITEMS:

How important is it....

to have school psychologists?
to have guidance counselors?
to do research to find out what problems children have in learning?
for parents to be told ways in which they can help their children to learn?
to have music and art classes?

INNOVATION ITEMS:

How important is it....

that reading, writing and arithmetic be taught through play and games?

---

*slightly revised item

for children to spend most of their time in school on projects of their own choice?
to have older children tutoring younger children?
to have films and television rather than textbooks?
for four year olds to be in school?

HEALTH, RECREATION AND PRACTICAL TRAINING ITEMS:

How important is it....

to have physical education classes?
for pupils to take trips to the country?
for the school playground to be open after school and all weekend?
that girls to be taught sewing and cooking?
that boys be taught to use tools?

ECONOMIC CONSIDERATIONS:

How important is it....

to have a new school building?
for teachers to be paid for overtime work?
for teachers to receive high salaries?
that teachers expect their pupils to be able to go on to college?
to have a large school budget for equipment and supplies**

PARENT EDUCATION:

How important is it....

to have classes for parents on children's behavior?
that the school have classes for parents on household management and shopping?
that the school have classes for parents that prepare them for high school or college?**
to have classes for parents on how the schools are run?**
that the school have classes for parents on literature and art?**

**new item

SPECIAL HANDLING OF DIFFICULT CHILDREN ITEMS:

How important is it....:

that a new teacher not be given a difficult class?
for disruptive children to be removed from the classroom?
to have separate classes for emotionally disturbed children?
to have small classes
that teachers be free to do as they wish in the classroom?

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